Crafton Hills College Spring 2026

ANTHRO-107-70
ETHS-107-70
HIST-107-70
Native Peoples of North America
(3 Semester Units)
1/20/2026 - 5/14/2026
Distance Education via Canvas

Instructor: Sabrina Jimenez
Email: sajimenez@craftonhills.edu
Response Time: Within 24hrs (Except on weekends and holidays)
Email Office Hours Tuesday and Thursday 9AM-11AM
Zoom and In-person Office Hours by Appointment Only
Please check the weekly Canvas Announcements regularly.
Office Phone:
(909) 389-3565
Division & Department Information:
Jeff Smith, Dean of Social, Information & Natural Sciences
Cheryl DiBartolo Department Chair of Social Sciences

Course Description:

Introduces the history of the Native peoples of North America from the pre-Colonial era to the present from the perspective of American Indians. Emphasizes Native American and Euro-American interaction, U.S. policy development and the roles of American Indians to ensure their survival and cultural integrity in the 21st century. This course is offered as ANTHRO 107, ETHS 107, and HIST 107.

Student Learning Outcomes:

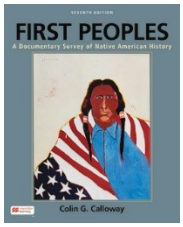
- Critical Thinking: Compare and contrast major events and themes in United States history from the perspectives of Native Americans.
- Sources: Interpret primary and secondary sources and utilize them to draw conclusions about the Native American experience.
- Historical Processes: Analyze broad patterns of change within and among various Native American cultures from pre-European contact to present.

Course Content:

Part I: Origins of Native Americans: Native American peoples of Meso-America, the American Southwest, the Great Plains, and the Eastern Woodlands.
Part. II. Native Americans in Colonial and Revolutionary America and the United States, 1680-1830
Part III. Defending the West and the Assault on Indian Culture, 1830-1930
Part IV. From the Indian New Deal to Self-Determination, 1930 to the Present

Course Materials:

Required Textbook:



Calloway, Colin G. *First Peoples: A Documentary Survey of American Indian History*. Boston: Bedford/St. Martin's, 2024, 7th edition. Please see the bookstore website: https://www.bkstr.com/craftonhillsstore/shop/textbooks-and-course-materials

*There is a reserve paperback of the 6th edition in the library and a digital link in the Canvas Introduction Modules.

Course Schedule:

1/20
Discussion # 1 (6%)
Initial Post Due January 24 at 11:59pm
Colleague Response Due January 31 at 11:59pm
Read *First Peoples*: Introduction

2/2
Discussion # 2 (6%)
Initial Post Due February 7 at 11:59pm
Colleague Response Due February 14 at 11:59pm
Read *First Peoples*: Chapter 1

*February 8 Deadline to drop full-term courses without a "W" grade.

2/16
PowerPoint Presentation # 1 & Discussion (12%)
Initial Post Due February 21 at 11:59pm
Colleague Response Due February 28 at 11:59pm
Read *First Peoples*: Chapter 2

3/2
Video Assignment # 1 (5%) Due March 7 at 11:59pm
Read *First Peoples*: Chapter 3

3/9
Video Assignment # 2 (5%) Due March 14 at 11:59pm
Read *First Peoples*: Chapter 4

3/16
Spring Break

3/23
Discussion # 3 (6%)
Initial Post Due March 28 at 11:59pm
Colleague Response Due April 4 at 11:59pm
Read *First Peoples*: Chapter 5

4/6

Video Assignment # 3 (5%) Due April 11 at 11:59pm
Finish *First Peoples*: Chapter 5

*April 10 Deadline to withdraw from full-term courses with a "W" grade.

4/13
Video Assignment # 4 (5%) Due April 18 at 11:59pm
First Peoples: Chapter 6

4/20
PowerPoint Presentation # 2 & Discussion (12%)
Initial Post Due April 25 at 11:59pm
Colleague Response Due May 2 at 11:59pm
Read *First Peoples*: Chapter 7

5/4
Video Assignment # 5 (5%) Due May 9 at 11:59pm
Read *First Peoples*: Chapter 8

&

PowerPoint Presentation # 3 & Discussion (12%)
Initial Post Due May 9 at 11:59pm
Colleague Response Due May 14 at 11:59pm
Read *First Peoples*: Chapters 9-10

*This class ends on May 14th, so please submit your colleague responses before the deadline.

Assignments / Evaluation:

Class Participation in Academic Discussions: This includes **both the initial forum discussions and the response to your colleagues.** Initial Posting (4%) due by Saturday 11:59 PM Pacific the week the discussion is unlocked. Response Post to Classmate (2%) due by Saturday 11:59 PM Pacific of the following week of the discussion (Thursday for the final posts in May). See the forum rubric for further details. It is expected that each student be academically present in the digital classroom. In other words, students should be attentive to the assigned readings and actively engaged in discussions. See the forum rubric in Canvas and the writing standards below for further guidance.

Pop Quizzes: There will be a total of **seven pop quizzes** all of which will be multiple choice. They will "pop" up on the week assigned. They are due by Saturday 11:59 PM Pacific of the week opened. None of the multiple choice aspects of the exams will be cumulative. **There will be no make-up quizzes so please be aware of pop quizzes in the modules and the deadlines**.

PowerPoint Presentations & Discussion: More instructions will follow in the course modules. The PowerPoint must meet all the following criteria:
1) Feature a title and a thesis statement. If you do not know how to write a thesis statement, see the following: https://www.craftonhills.edu/current-students/tutoring-center/writing-tutoring/thesis_statement.pdf
2) Feature at least 1 Primary Source.
3) Feature at least 1 Secondary Source (the textbook can be the Secondary Source).

4) Connect to a “big picture” argument within the time frame of the required chapter reading. This should relate to your thesis statement.
5) Have a typed explanation on each slide, explaining the significance of your chosen sources and/or images.
6) No more than 8- 10 slides required (including the title and works cited slides).

Just as with the Academic Discussions, PowerPoint Presentations (10%) are due by Saturday 11:59 PM Pacific the week the assignment is unlocked. Response Post to Classmate (2%) due by Saturday 11:59 PM Pacific of the following week of the assignment (the final PowerPoint Presentation is the only exception. See schedule above).

Video Analyses: There will be **five video analyses assigned** during the class. More instructions regarding these analyses will follow in a separate handout at the beginning of the week assigned.

Writing / Grading Standards:

You are required to write your discussions in **MLA** format. You may use **CMS** or **APA** if you are more comfortable with those formats. **CMS** is encouraged for History majors. Please attend The Writing Center if you have any need of assistance. The following are my general criteria for assigning grades:

A-Range: outstanding and exceptional (A=93-100; A-=90-92)
- A direct, original, and specific thesis.
- Careful and clear academic writing (strong grammar, syntax, spelling, structure, etc.).
- Articulate argumentation (i.e., using the paper to clearly “defend” your central thesis).
- Consistent and appropriate use of primary sources as evidence, supported by secondary sources.
- A strong sense of context and historical complexities.

B-Range: above average (B+=87-89, B=83-86, B-=80-82)
- A clear thesis.
- Consistent academic writing, with some minor areas of potential refinement.
- Clear effort at historical argumentation and establishing a sense of historical context.
- Clear effort at including primary source materials.

C-Range: average (C+=77-79, C=73-76, C-=70-72)
- Thesis is vague or unclear
- Emphasis on generalities rather than specific contexts and/or evidence.
- Overdependence on secondary sources, with limited use of primary sources.
- Acceptable academic writing (grammar, syntax, spelling, structure, etc.), but with clear areas that need improvement.
- Some historical argumentation, but with a strong emphasis on description rather than interpretation.

D-Range: below average (D+=67-69, D=63-66, D-=60-62)
- No thesis; only descriptive in nature.
- Poor choice of source materials (i.e., inappropriate or insufficient sources, including a lack of primary sources).
- Clear and consistent problems in writing mechanics and usage.
- Minimal concern for context, and/or focus which is polemic rather than scholarly.

F: unacceptable and failing (F=0-59)
- No thesis or effort at historical argumentation.
- Consistent generalities with little to no evidence of context and/or evidence.
- Poor or minimal source materials, and/or no primary sources.
- Poor and/or careless academic writing throughout (e.g., many spelling errors, sloppy formatting)
- Evidence of plagiarism or other forms of academic dishonesty, whether intentional or otherwise.

Please note that "fulfilling the requirements" does **NOT** guarantee an "A" paper. A paper that just fulfills all of the technical requirements will start around a "C," a strong paper will earn a "B," and an "A" paper will demonstrate talented writing skills and style, original argumentation, impeccable evidence, and historical imagination.

Final Grade Rationale / Scoring Breakdown:

The final semester grade will be determined along the following lines:

PowerPoint Presentations & Discussion 36% (3 @ 12% Each)
Academic Discussion Forums 18% (3 @ 6% Each)
Pop Quizzes 21% (7 @ 3% Each)
Video Assignments 25% (5 @ 5% Each)
Total: 100%

*It is your responsibility to keep track of your grade throughout the semester.

Course Policies:

1. Online class attendance is mandatory. I have the option to drop all students that do not digitally "show up" (aka, login and post an initial forum) during the first week of class. However, if you wish to drop the course, it is your responsibility to do so. Please communicate with the instructor ahead of time if you know that you will have a documented reason for missing an assignment (i.e., an athletic event or funeral). Since this is an online class however, there should not be ANY missed work, as the online format is already flexible.

2. Discussion Forum Completion, Videos, & PowerPoints: Late work will be penalized by 5% (.5 in the gradebook) for each day it is late, beginning five minutes into the start of the due date/time.

3. No late quizzes will be accepted.

4. This class does not offer extra credit assignments.

5. *Academic integrity*:
   Each student should do their own original work and give proper credit to any individual or source from whom they obtain information. This includes printed, published materials and websites. A student who compromises his or her academic integrity by engaging in academically dishonest behavior on any assignment will receive a zero on that assignment and may be referred to a disciplinary hearing which may result in sanctions such as expulsion or a failing grade (F) for the course.

AI-assisted plagiarism is the practice of taking AI generated text and passing it off as one's own original work. Once again, a student who compromises his or her academic integrity by engaging in academically dishonest behavior on any assignment will receive a zero on that assignment and may be referred to a disciplinary hearing which may result in sanctions such as expulsion or a failing grade (F) for the course.

6. *Student Accessibility Services:*
Student Accessibility Services (SAS) provides academic adjustments, auxiliary aids, and services to students with disabilities so they can participate fully in the college experience. If you have a need for assistance, you are encouraged to contact Student Accessibility Services as soon as possible so accommodations can be set up in a timely fashion. Accommodations are based on eligibility and can only be provided if you have submitted verification from SAS in the form of a Confidential Memo. The SAS office can be reached at (909) 389-3325 and is located in CCR 101. E-mail: chc_sas@craftonhills.edu

7. *The Tutoring Center:*
Throughout this course, you are encouraged to attend the Tutoring Center, located in LRC 137. Contact Info: (909) 389-3312. Email: CHCTutoring@craftonhills.edu

8. San Bernardino Community College District Police Department Info: For emergencies call 911. For non-emergencies or to report a crime call (909) 389-3275.

9. The instructor reserves the right to change or amend this syllabus at any time.